

# **Core Content for Practical Living/Vocational Studies Assessment** **Grades Primary through 10 with Assessments at Grades 5, 8, and 10** **Health Subdomain**

**Academic Expectation 2.29: Students demonstrate skills that promote individual well-being and healthy family relationships.**

Healthy family relationships are critical to maintaining the family unit which historically has been considered the fabric of society. While parents are the primary source from whom children learn skills to act responsibly in relationships, the community and school play supportive roles. Individuals who are confident in their knowledge of themselves and the relationships and interactions within families and other interdependent groups, and who are able to apply skills of developing and maintaining healthy relationships are better able to participate in a healthy family life, to nurture and support others, and to successfully manage their changing life responsibilities.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 10)
<b>Positive interactions in groups contribute to mental and emotional well-being.</b>		
<p><b>PL-E-1.1.1</b> Individual behaviors (e.g., etiquette, fairness, politeness, sharing, listening) show responsibility and respect to others (e.g., families, peers, teams).</p> <p><b>PL-E-1.1.2</b> There are positive ways to express feelings during conflicts at home, school, and in the community.</p> <p><b>PL-E-1.1.3</b> Groups function more effectively when members follow certain behaviors (e.g., conflict-resolution strategies, problem identification, communication).</p>	<p><b>PL-M-1.1.1</b> Individuals have personal rights and responsibilities (e.g., cooperation, communication, patience) when dealing with others (e.g., families, classmates, teams)</p> <p><b>PL-M-1.1.2</b> Conflict-resolution strategies (e.g., problem identification, effective communication, mediation, walking away) provide effective means for dealing with conflict.</p> <p><b>PL-M-1.1.3</b> Communication, cooperation, rules, and respect are important to the effective functioning of groups.</p>	<p><b>PL-H-1.1.1</b> There are behaviors (e.g., constructive communication; fulfilling commitments; cooperation; demonstrating healthy ways to express needs, wants, feelings) that show respect and responsibility to self and others.</p> <p><b>PL-H-1.1.2</b> Conflict-resolution strategies (e.g., peer mediation, avoiding confrontation) and the analysis of causes of conflict (e.g., violence, harassment, money problems, health problems, oppressive environments, racism) in families, schools, and communities may bring about peaceful conclusions.</p> <p><b>PL-H-1.1.3</b> Individuals need to understand changes in roles, responsibilities, and skills needed to effectively work in groups throughout life.</p>



**Core Content for Practical Living/Vocational Studies Assessment  
Grades Primary through 10 with Assessments at Grades 5, 8, and 10  
Health Subdomain**

<b>Elementary (Assessment at Grade 5)</b>	<b>Middle Level (Assessment at Grade 8)</b>	<b>High School (Assessment at Grade 10)</b>
<b>Reproduction and sexuality are issues of concern for individual well-being and healthy relationships.</b>		
<p><b>PL-E-1.2.1</b> Physical, social, and emotional changes occur during preadolescence and adolescence.</p>	<p><b>PL-M-1.2.1</b> Knowledge of the basic structures and function of the reproductive system is important to understanding the human life cycle.</p> <p><b>PL-M-1.2.2</b> Physical, social, and emotional changes occur during adolescence.</p> <p><b>PL-M-1.2.3</b> Abstinence is the only sure means of preventing pregnancy.</p>	<p><b>PL-H-1.2.1</b> The process of human reproduction and development begins with conception and continues through birth, childhood, adolescence, and adulthood.</p> <p><b>PL-H-1.2.2</b> There are risks (e.g., STDs, unwanted pregnancies, HIV/AIDS) to being sexually active, and there are strategies (e.g., using refusal skills; talking with parents, doctors, consultants) for delaying sexual activity that protect physical health.</p>

# **Core Content for Practical Living/Vocational Studies Assessment** **Grades Primary through 10 with Assessments at Grades 5, 8, and 10** **Health Subdomain**

**Academic Expectation 2.31: Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.**

Half of all deaths in America can be attributed to factors we, individually and as a society, can control. To remain physically healthy and accept responsibility for personal physical wellness, one must possess knowledge and skills to make choices which promote health and prevent disease. There is a strong relationship between behavioral choices and habits and a healthy functioning body.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 10)
<b>Behavioral choices and habits contribute to the promotion of an individual's physical health, the prevention of illnesses and diseases, and the ability to remain mentally and emotionally health.</b>		
<p><b>PL-E-1.3.1</b> The major body systems (e.g., circulatory, respiratory, digestive) are affected by diet, exercise, and rest.</p> <p><b>PL-E-1.3.2</b> There are good health and hygiene practices (e.g., handwashing, using tissues, not sharing combs) that affect self and others and assist in preventing the spread of diseases (e.g., colds, influenza) and parasites (e.g., lice).</p> <p><b>PL-E-1.3.3</b> There are strategies (e.g., diet, exercise, rest, immunization) to promote good health and prevent childhood illnesses and communicable and noncommunicable diseases.</p>	<p><b>PL-M-1.3.1</b> Diet, exercise, rest, and other choices (e.g., tobacco, alcohol, and other drug use) affect body systems (e.g., circulatory, respiratory, digestive).</p> <p><b>PL-M-1.3.2</b> Knowledge of the transmission and prevention of communicable diseases and personal illnesses (e.g., hepatitis, colds, influenza, mononucleosis, TB, AIDS/HIV/STDs) contributes to the health of the community.</p> <p><b>PL-M-1.3.3</b> Identification, prevention, and treatment of noncommunicable diseases (e.g., cancer, asthma) among adolescents contribute to community health.</p>	<p><b>PL-H-1.3.1</b> Decisions which promote health and prevent illnesses, diseases, and injuries contribute positively to personal well-being.</p> <p><b>PL-H-1.3.2</b> These are characteristics, symptoms, causes, patterns of transmission, and prevention of communicable diseases. These traits indicate abstinence is the best method of preventing HIV/STDs.</p> <p><b>PL-H-1.3.3</b> There are characteristics, symptoms, causes, prevention techniques, and treatments of noncommunicable diseases (e.g., cancer, diabetes, high blood pressure, heart disease, arthritis, osteoporosis) among people of all ages.</p>

**Core Content for Practical Living/Vocational Studies Assessment  
Grades Primary through 10 with Assessments at Grades 5, 8, and 10  
Health Subdomain**

<b>Elementary (Assessment at Grade 5)</b>	<b>Middle Level (Assessment at Grade 8)</b>	<b>High School (Assessment at Grade 10)</b>
<p><b>PL-E-1.3.4</b> Young children’s health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.</p>	<p><b>PL-M-1.3.4</b> There are risks associated with unhealthy habits and behaviors (e.g., substance use/abuse, dietary habits, irregular exercise habits, sexual activity) that affect the physical health of adolescents.</p>	<p><b>PL-H-1.3.4</b> Diseases and illnesses impact social and economic systems in various ways (e.g., cost of treatment versus prevention, absence from work).</p>
<p><b>Nutritious foods are necessary for growth, development, and maintenance of healthy bodies.</b></p>		
<p><b>PL-E-1.4.1</b> Nutritious foods play a role in the growth of healthy bodies.</p> <p><b>PL-E-1.4.2</b> The food guide pyramid has an organizational structure that recommends the number of servings at each level.</p> <p><b>PL-E-1.4.3</b> Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.</p>	<p><b>PL-M-1.4.1</b> Six basic nutrients (minerals, vitamins, fat, carbohydrates, water, protein) are needed for proper growth and development.</p> <p><b>PL-M-1.4.2</b> Using dietary guidelines, food guide pyramid, and other nutritional resources (e.g., food tables) helps make daily food choices.</p> <p><b>PL-M-1.4.3</b> Exercise and dietary habits (e.g., cultural food choices, vegetarian diets, overindulgence in fatty foods, excessive salt consumption) can affect the way adolescents look, feel, and perform.</p>	<p><b>PL-H-1.4.1</b> Each of the six basic nutrients have specific functions in maintaining and promoting health and are found in certain food sources.</p> <p><b>PL-H-1.4.2</b> There are dietary guidelines for making healthy food choices and exchanges/substitutions for special needs (e.g., diabetes, weight control).</p> <p><b>PL-H-1.4.3</b> Practicing good nutritional habits and participating in regular exercise are essential for personal wellness and longevity.</p> <p><b>PL-H-1.4.4</b> Nutrition and exercise plans for lifetime physical and emotional health and fitness vary with individuals.</p>

**Core Content for Practical Living/Vocational Studies Assessment  
Grades Primary through 10 with Assessments at Grades 5, 8, and 10  
Health Subdomain**

<b>Elementary (Assessment at Grade 5)</b>	<b>Middle Level (Assessment at Grade 8)</b>	<b>High School (Assessment at Grade 10)</b>
<b>The health benefits of exercise and fitness go beyond weight control.</b>		
<p><b>PL-E-1.5.1</b> There are body changes (e.g., elevated heart rate, respiration, perspiration) that occur during physical activity.</p> <p><b>PL-E-1.5.2</b> There are numerous benefits of exercise (e.g., muscular growth and development, good posture, aerobic endurance) on the body.</p> <p><b>PL-E-1.5.3</b> Physical fitness is based on an investment of time and effort.</p> <p><b>PL-E-1.5.4</b> Health-related fitness includes many components (e.g., muscular strength, muscular endurance, flexibility, body composition, aerobic endurance).</p>	<p><b>PL-M-1.5.1</b> Body changes (e.g., body composition, decreased heart rate, reduced cholesterol level) occur following a regular exercise program.</p> <p><b>PL-M-1.5.2</b> Exercise benefits physical development (e.g., body shape, posture, coordination, muscle development).</p> <p><b>PL-M-1.5.3</b> Applying the principles of fitness training and conditioning (frequency, intensity, time/duration) are necessary to get the most from exercise.</p> <p><b>PL-M-1.5.4</b> Self-assessment of health status (e.g., strength, flexibility, cardiovascular endurance, body composition) contributes to health maintenance.</p>	<p><b>PL-H-1.5.1</b> Short- and long-term physiological changes (e.g., increased metabolism, reduction of body fat and cholesterol) result from regular exercise and impact performance of physical activities.</p> <p><b>PL-H-1.5.2</b> There are strategies (e.g., exercising, eating properly, getting adequate rest) for improving and evaluating health-related fitness (e.g., strength, cardiovascular endurance, flexibility, body composition).</p> <p><b>PL-H-1.5.3</b> Applying the principles of fitness training and conditioning (frequency, intensity, time/duration) impacts physical development.</p> <p><b>PL-H-1.5.4</b> Continual use of self-assessment strategies for monitoring and improving health-related fitness (e.g., strength, flexibility, cardiovascular endurance, body composition) may contribute to improved health throughout one's lifetime.</p>

**Core Content for Practical Living/Vocational Studies Assessment  
Grades Primary through 10 with Assessments at Grades 5, 8, and 10  
Health Subdomain**

<b>Accidents are a major cause of injury and death to children and adolescents.</b>		
<p><b>PL-E-1.6.1</b> There are health and safety hazards to recognize and avoid at home, school, and play.</p> <p><b>PL-E-1.6.2</b> Safe traffic and transportation practices (e.g., crossing street at appropriate places and times; wearing protective gear when roller blading, skateboarding, bicycling; wearing seat belts) help decrease injuries.</p> <p><b>PL-E-1.6.3</b> There are procedures (e.g., staying calm, heeding warnings following safety procedures) for dealing with potentially unsafe and threatening situations (e.g., water, fire, animals, earthquake, stranger danger).</p> <p><b>PL-E-1.6.4</b> There are procedures (e.g., dial 911) for obtaining emergency assistance.</p>	<p><b>PL-M-1.6.1</b> Health and safety hazards (e.g., firearms, traffic, transportation, horseplay) encountered by adolescents can be life threatening.</p> <p><b>PL-M-1.6.2</b> Traffic and transportation related safety practices (e.g. wear seat belts, use life vests) on the ground and in the water contribute to reduction in injuries and death.</p> <p><b>PL-M-1.6.3</b> Using safety strategies (e.g., walking in opposite direction of violence, staying calm in dangerous situations) and wearing protective gear (e.g., helmets, knee pads, elbow pads) reduce the incidence of injury or death.</p> <p><b>PL-M-1.6.4</b> Following basic first-aid procedures when responding to a variety of life-threatening emergencies (e.g., choking, shock, poisons, burns, temperature-related emergencies, animal and insect bites) helps reduce the severity of injuries.</p>	<p><b>PL-H-1.6.1</b> Responsible use (e.g., obeying laws regarding drinking and speeding) of machinery, motorized vehicles, and watercraft can decrease accidents</p> <p><b>PL-H-1.6.2</b> Practicing safety procedures (e.g., use seat belts, life vests, and helmets; avoid overcrowding vehicles) and eliminating daredevil stunts can save lives..</p> <p><b>PL-H-1.6.3</b> There are strategies (e.g., not sharing personal eating, drinking, and grooming utensils; regular medical and dental check ups; proper use of machinery; adhering to safety rules for firearms use and storage) that help adolescents and adults avoid health and safety hazards.</p> <p><b>PL-H-1.6.4</b> There are emergency procedures (e.g., CPR, first aid) for responding to emergency situations (e.g., overdose, drowning, car accidents, heart attacks, seizures).</p>

# Core Content for Practical Living/Vocational Studies Assessment

## Grades Primary 10 with Assessments at Grades 5, 8, and 10

### Health Subdomain

**Academic Expectation 2.32: Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.**

The degree of mental and emotional wellness that individuals possess influences the extent to which they work effectively, contribute to the family and society, and experience personal satisfaction and happiness. Emotional disorder expresses itself in a number of ways that are often destructive to physical health; addictions, stress, violence, and/or eating disorders are manifestations of an unhealthy emotional state.

Elementary (Assessment at Grade 5)	Middle Level Assessment at Grade 8)	High School (Assessment at Grade 10)
<b>Behavioral choices and habits contribute to mental and emotional health and the promotion of physical well-being.</b>		
<p><b>PL-E-1.7.1</b> Some behavioral choices (e.g., tobacco, alcohol, and other drug use; eating disorders) result in negative consequences.</p> <p><b>PL-E-1.7.2</b> Use of nonmedicinal drugs (e.g., tobacco, alcohol, marijuana, inhalants) can be addictive and harmful to the body.</p> <p><b>PL-E-1.7.3</b> Knowing the purpose, proper use, and risk of prescriptions and over-the-counter medications can prevent catastrophe.</p>	<p><b>PL-M-1.7.1</b> Symptoms and causes of mental illnesses (e.g., depression, anxiety) vary with the individual.</p> <p><b>PL-M-1.7.2</b> There are consequences and risks of behavioral choices (e.g., tobacco, alcohol, and other drug use; sexual involvement; violent behaviors) and alternatives to situations faced by adolescents.</p> <p><b>PL-M-1.7.3</b> Resources (e.g., guidance counselors, drug counselors, parents, teachers) are helpful for an individual seeking treatment of drug addiction.</p> <p><b>PL-M-1.7.4</b> Effects of eating disorders (e.g., heart failure, weight changes, kidney failure, hair loss, nervousness) indicate a need for counseling.</p>	<p><b>PL-H-1.7.1</b> Symptoms, causes, and treatments of mental illness (e.g., depression, anxiety) vary with the individual.</p> <p><b>PL-H-1.7.2</b> There are potential short- and long-term consequences and risks of behavioral choices (e.g., tobacco, alcohol, and other drug use; sexual involvement; violent/aggressive behaviors) on individuals and families.</p> <p><b>PL-H-1.7.3</b> Intervention (e.g., cease enabling activities) and suggesting treatment (e.g., AA, outpatient therapy, group therapy) are forms of help for addictive behaviors.</p> <p><b>PL-H-1.7.4</b> There are possible causes and effective prevention strategies (e.g., enhancing self-esteem, counseling, building skills for success) for common eating disorders and treatments.</p>



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**Core Content for Practical Living/Vocational Studies Assessment**  
**Grades Primary through Grade 10 with Assessments at Grades 5, 8, and 10**  
**Health Subdomain**

<b>Elementary</b> <b>(Assessment at Grade 5)</b>	<b>Middle Level</b> <b>(Assessment at Grade 8)</b>	<b>High School</b> <b>(Assessment at Grade 10)</b>
<b>People often need established strategies for remaining mentally and emotionally healthy. Application of these strategies also affects physical wellness.</b>		
<p><b>PL-E-1.8.1</b> There are effective strategies (e.g., assertiveness, refusal skills) for dealing with peer pressure.</p> <p><b>PL-E-1.8.2</b> Stress management includes numerous strategies (e.g., exercising, listening to music, talking to a friend).</p> <p><b>PL-E-1.8.3</b> Violence can be prevented by employing strategies (e.g., conflict resolution, walking away, taking deep breaths, counting to 10, talking about feelings).</p> <p><b>PL-E-1.8.4</b> Coping strategies (e.g., goal setting, time management, decision-making processes) promote mental and emotional health.</p>	<p><b>PL-M-1.8.1</b> The use of appropriate strategies (e.g., assertiveness, refusal skills, decision-making techniques) are positive ways to cope with peer pressure.</p> <p><b>PL-M-1.8.2</b> Strategies (e.g., studying in advance; talking with counselors, parents, and/or friends; planning; getting ample rest; eating properly) for managing stressful situations (e.g., test taking, deadlines, change, grief, rejection) reduce anxiety.</p> <p><b>PL-M-1.8.3</b> Strategies (e.g., walking away, communication skills, conflict resolution) for preventing violence vary with the situation.</p> <p><b>PL-M-1.8.4</b> Using appropriate coping strategies (e.g., realistic goal-setting, effective time management, decision-making processes) promotes mental and emotional health.</p>	<p><b>PL-H-1.8.1</b> Strategies (e.g., refusal skills, assertiveness, conflict resolution, learning relaxation techniques) vary for dealing with peer pressure, harassment, violence, and managing stress.</p> <p><b>PL-H-1.8.2</b> There is a relationship between stress and physical, mental, and emotional health.</p> <p><b>PL-H-1.8.3</b> There are strategies (e.g., setting realistic goals, time and task management, planning, decision-making processes, perseverance) for building success as adults.</p>



**Core Content for Practical Living/Vocational Studies Assessment**  
**Grades Primary through Grade 10 with Assessments at Grades 5, 8, and 10**  
**Physical Education Subdomain**

**Academic Expectation 2.34: (Psychomotor Skills) Students perform physical movement skills effectively in a variety of settings.**

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities (e.g., lifting).

<b>Elementary</b> <b>(Assessment at Grade 5)</b>	<b>Middle Level</b> <b>(Assessment at Grade 8)</b>	<b>High School</b> <b>(Assessment at Grade 10)</b>
<b>Development of psychomotor skills contributes to the development of social and cognitive skills.</b>		
<p><b>PL-E-2.1.1</b> There are fundamental motor skills for enhancing physical development::</p> <ul style="list-style-type: none"> <li>• locomotor (moving from one place to another) (e.g., walking, running, skipping, hopping, galloping, sliding, leaping, jumping )</li> <li>• nonlocomotor (stationary) (e.g., turning, twisting, swinging, swaying, balancing).</li> </ul> <p><b>PL-E-2.1.2</b> There are fundamental manipulative skills (e.g., hitting, kicking, throwing, catching, striking, dribbling).</p> <p><b>PL-E-2.1.3</b> There are fundamental movement concepts:</p> <ul style="list-style-type: none"> <li>• body awareness (what the body is doing);</li> <li>• space awareness (where the body moves);</li> <li>• time (how quickly the body moves);</li> <li>• effort (how the body moves); and</li> <li>• relationship (relationships that occur while the body moves).</li> </ul>	<p><b>PL-M-2.1.1</b> Principles of motor skills refinement (e.g., accuracy, technique, movement) require a logical and sequential approach.</p> <p><b>PL-M-2.1.2</b> Knowledge of the combinations of locomotor (moving from one place to another) (e.g., running, skipping, hopping) and nonlocomotor (stationary) (e.g., bending, stretching, twisting) movements is necessary for the improvement of transitional motor skills (e.g., punting, serving, vaulting).</p>	<p><b>PL-H-2.1.1</b> There are principles (e.g., accuracy, technique, physics, mechanics) for learning and improving advanced motor skills.</p> <p><b>PL-H-2.1.2</b> Analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for improvement in skills and used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball).</p>



**Core Content for Practical Living/Vocational Studies Assessment**  
**Grades Primary through Grade 10 with Assessments at Grades 5, 8, and 10**  
**Physical Education Subdomain**

**Academic Expectation 2.35: (Lifetime Physical Activities)** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

Students need to develop an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body. Gradually, active individuals acquire a deeper understanding of the role of meaningful activity in physical wellness, social opportunities and relationships, and emotional well-being. Thus, the ultimate goal is an early introduction to physical activity that encourages involvement in regular activity throughout one's lifetime.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 10)
Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.		
<b>PL-E-2.2.1</b> Physical and social benefits result from regular and appropriate participation in physical activities throughout one’s lifetime.	<b>PL-M-2.2.1</b> Physical, emotional/mental, and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities.	<b>PL-H-2.2.1</b> There are physical, social, and mental/ emotional benefits from participation in games/sports:
<div>Physical benefits:<ul style="list-style-type: none"><li>• weight control</li><li>• lower blood pressure</li><li>• increased muscular strength</li><li>• physical fitness</li><li>• improved control of body movements</li></ul></div> <div>Social benefits:<ul style="list-style-type: none"><li>• positive interaction with others</li><li>• respect for authority figures</li><li>• enjoyment</li><li>• self-expression</li></ul></div>	<div>Physical benefits:<ul style="list-style-type: none"><li>• increased energy</li><li>• improved strength</li><li>• fitness</li><li>• improved control of body</li></ul></div> <div>Social benefits:<ul style="list-style-type: none"><li>• self-esteem</li><li>• friendship</li><li>• self-expression</li></ul></div> <div>Emotional/mental benefits:<ul style="list-style-type: none"><li>• improved confidence</li><li>• increased self-esteem</li><li>• stress reduction</li><li>• self-</li></ul></div>	<ul style="list-style-type: none"><li>• lower blood pressure</li><li>• higher metabolism</li><li>• decreased body fat</li><li>• increased cardiovascular endurance</li></ul>

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**Core Content for Practical Living/Vocational Studies Assessment**  
**Grades Primary through Grade 10 with Assessments at Grades 5, 8, and 10**  
**Physical Education Subdomain**

<b>Elementary</b> <b>(Assessment at Grade 5)</b>	<b>Middle Level</b> <b>(Assessment at Grade 8)</b>	<b>High School</b> <b>(Assessment at Grade 10)</b>
<p><b>PL-E-2.2.2</b> Frequent practice contributes to improved performance.</p> <p><b>PL-E-2.2.3</b> The body changes gradually as a result of continuous physical activity and effort.</p>	<p><b>PL-M-2.2.2</b> Techniques (e.g., practice, self-evaluation) used to develop skills are related to performance in games and/or sports.</p> <p><b>PL-M-2.2.3</b> Frequency, intensity, and time/duration are the principles of fitness training and conditioning.</p>	<p><b>PL-H-2.2.2</b> Techniques (e.g., practice, peer or coach evaluation, individualized coaching) to achieve performance consistency in games and/or sports must be used.</p> <p><b>PL-H-2.2.3</b> Principles of fitness training and conditioning (frequency, intensity, time/duration) impact one's ability to participate in activities.</p>
<p><b>Rules of behavior, fair play, and cooperation enhance the quality of participation in games and activities and mental, emotional, and social health.</b></p>		
<p><b>PL-E-2.3.1</b> Basic rules for participating in simple games (e.g., tag, four-square) and activities (e.g., relays, parachute) are needed to make games fair.</p> <p><b>PL-E-2.3.2</b> Rules of behavior and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable.</p>	<p><b>PL-M-2.3.1</b> Knowledge of offensive and defensive strategies in games and/or sports makes them interesting and enjoyable.</p> <p><b>PL-M-2.3.2</b> Rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) during games are necessary.</p>	<p><b>PL-H-2.3.1</b> There are offensive and defensive strategies as well as basic rules of play for a variety of games and sports.</p> <p><b>PL-H-2.3.2</b> Rules, fair play, and cooperation for spectators and sportsmanship on the part of spectators and participants during organized games and sports will benefit all.</p>



**Core Content for Practical Living/Vocational Studies Assessment**  
**Grades Primary through Grade 10 with Assessments at Grades 5, 8, and 10**  
**Consumerism Subdomain**

**Academic Expectation 2.30: Students evaluate consumer products and services and make effective consumer decisions.**

The wide array of products and services available, coupled with the degree and sophistication of advertising, make appropriate consumer selections difficult. Consumer skills are essential for making effective decisions. Drawing appropriate conclusions for managing personal needs and resources is also significant to consumerism. Consumer decisions extend beyond self and can impact the environment.

<b>Elementary</b> <b>(Assessment at Grade 5)</b>	<b>Middle Level</b> <b>(Assessment at Grade 8)</b>	<b>High School</b> <b>(Assessment at Grade 10)</b>
<b>Accessing and assessing consumer information, comparing and evaluating products and services, and critiquing advertisements are necessary for making effective consumer decisions.</b>		
<b>PL-E-3.1.1</b> There is a distinction between needs and wants.	<b>PL-M-3.1.1</b> A comparison of needs vs. wants will influence consumer decisions.	<b>PL-H-3.1.1</b> The use of strategies (e.g., studying advertisements, reading the fine print) and techniques for evaluating various forms of consumer information (e.g., products, contracts, leases, warranties) contribute to wise purchases.
<b>PL-E-3.1.2</b> Products and services are compared and evaluated based on price, quality, and features.	<b>PL-M-3.1.2</b> Products and services are compared and evaluated based on a range of considerations (e.g., price vs. quality, generic vs. name-brand, comparison shopping vs. impulse shopping, immediate availability vs. advance ordering).	<b>PL-H-3.1.2</b> The cost and accessibility of personal services (e.g., health care, haircuts, auto services, child care) should be analyzed for quality and economy.
<b>PL-E-3.1.3</b> Influences (e.g., peer pressure, desire for status, TV, radio, newspaper, magazine, Internet) directly affect the consumer decisions of children.	<b>PL-M-3.1.3</b> Media, technology, and cultural influences (e.g., method and mechanics of presentation, peer pressure, advertisements, desire for status, cultural diversity) have an impact on consumer choices for	<b>PL-H-3.1.3</b> Media and technology provide information on available family and health care options.

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Grades Primary through Grade 10 with Assessments at Grades 5, 8, and 10  
Consumerism Subdomain**

<b>Elementary (Assessment at Grade 5)</b>	<b>Middle Level (Assessment at Grade 8)</b>	<b>High School (Assessment at Grade 10)</b>
<p><b>PL-E-3.1.4</b> Through the media, advertisers may attempt to use misleading or exaggerated information and gimmicks to influence consumer decisions.</p> <p><b>PL-E-3.1.5</b> There are consumer decisions (e.g., reducing, recycling, and reusing) that have positive impacts on the environment.</p>	<p><b>PL-M-3.1.4</b> There are positive and negative aspects of advertising strategies (e.g., providing accurate or misleading information, gimmicks).</p> <p><b>PL-M-3.1.5</b> Environmental issues (e.g., pollution) should be considered when making consumer decisions (e.g., recycling, reducing, reusing).</p>	<p><b>PL-H-3.1.4</b> Methods and techniques of advertising exert an influence on consumer choices for products and services.</p> <p><b>PL-H-3.1.5</b> Consumer decisions have both short- and long-term impacts (e.g., water, air, and land pollution; greenhouse effect) on the environment.</p>
<p><b>As consumers, people must learn to determine their personal needs and manage their resources.</b></p>		
<p><b>PL-E-3.2.1</b> There are appropriate factors (e.g., fixed or projected income, ways to obtain additional income, expenditures) to consider when planning and saving for specific goals.</p>	<p><b>PL-M-3.2.1</b> There are financial management practices (e.g., budgeting, saving) for achieving short- and long-term goals.</p>	<p><b>PL-H-3.2.1</b> Financial management practices (e.g., maintaining bank accounts, budgeting, saving, using credit cards wisely, financing large purchases) are methods of achieving short- and long-term goals.</p>

# **Core Content for Practical Living/Vocational Studies Assessment** **Grades Primary through Grade 10 with Assessments at Grades 5, 8, and 10** **Consumerism Subdomain**

**Academic Expectation 2.33: Students demonstrate the skills to evaluate and use services and resources available in their community.**

Community services and resources, including community health systems, have an important role in maintaining, promoting, and improving the health of people in geographical areas. Epidemics, as well as the general spread of disease, caused governments to establish standards and regulations to protect the health of individuals. Nonprofit health agencies also advocate, usually through education and research, for the social, environmental, and physical health status of their communities.

Elementary (Assessment at Grade 5)	Middle Level (Assessment at Grade 8)	High School (Assessment at Grade 10)
<b>People rely on services and resources provided through private, public, and voluntary agencies.</b>		
<b>PL-E-3.3.1</b> There are community organizations (e.g., fire department, police department, sanitation department, nonprofit health organizations) that provide health and safety services.	<b>PL-M-3.3.1</b> A range of resources and services are provided by community agencies: <ul style="list-style-type: none"> <li>• public health department</li> <li>• fire department</li> <li>• police department</li> <li>• family resource centers</li> <li>• hospitals</li> <li>• nonprofit organizations (e.g., American Heart Association, American Red Cross, American Cancer Society)</li> </ul>	<b>PL-H-3.3.1</b> There are roles, responsibilities, and services of private, public, and nonprofit health agencies: <ul style="list-style-type: none"> <li>• private health care facilities (e.g., private physicians, nursing homes)</li> <li>• hospitals</li> <li>• public health departments</li> <li>• DES (Disaster and Emergency Services)</li> <li>• Family Resource Centers</li> <li>• Medicare/Medicaid/insurance</li> <li>• nonprofit health organizations (e.g., American Heart Association, American Red Cross, American Cancer Society)</li> </ul>

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<b>Elementary (Assessment at Grade 5)</b>	<b>Middle Level (Assessment at Grade 8)</b>	<b>High School (Assessment at Grade 10)</b>
<b>People rely on services and resources provided through private, public, and voluntary agencies.</b>		
<p><b>PL-E-3.3.2</b> To protect all citizens, there are community guidelines (e.g., school inspections, trash collections, water treatment, waste treatment, animal control, immunization) that promote healthy living environments in the community.</p>	<p><b>PL-M-3.3.2</b> Improving environmental conditions (e.g., air and water quality) and preserving natural resources impact personal and community health.</p>	<p><b>PL-H-3.3.2</b> Water quality regulations, restaurant inspections, and immunizations are health services that contribute to the health and safety of citizens and the community.</p> <p><b>PL-H-3.3.3</b> The roles of individuals and society in protecting the environment and preserving resources include recycling, conserving, and establishing standards for waste disposal.</p>